HAGERSTOWN
COMMUNITY
COLLEGE

11400 Robinwood Drive • Hagerstown, Maryland 21742-6514 • 240-500-2000
Office of the Vice President of Academic Affairs and Student Services

James D. Fielder, Ph.D.
Secretary of Higher Education
The Maryland Higher Education Commission
6 N. Liberty St.
Baltimore, MD 21201

January 23, 2018

Dear Dr. Fielder,

I am pleased to submit for approval a substantial modification to the current Lower Division Certificate in Management: Marketing at Hagerstown Community College. The Board of Trustees has approved the curricular work.

A check will be mailed to the MHEC office. Thank you for your consideration of this proposed change. If I can provide additional information, please contact me.

Sincerely,

Dr. Carol Rothstein, Ed.D.
Acting Chief Academic Officer

MARYLAND HIGHER EDUCATION COMMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

_____ NEW INSTRUCTIONAL PROGRAM

__X__ SUBSTANTIAL EXPANSION/MAJOR MODIFICATION

_____ COOPERATIVE DEGREE PROGRAM

__X__ WITHIN EXISTING RESOURCES or _____ REQUIRING NEW RESOURCES

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Hagerstown Community College
Institution Submitting Proposal

Fall 2018
Projected Implementation Date

Lower Division Certificate	**Management-Marketing Certificate**
Award to be Offered	Title of Proposed Program
5004.08	**52.1401**
Suggested HEGIS Code	Suggested CIP Code
Behavioral & Social Sciences/Business	**Dr. Mary Hendrickson**
Department of Proposed Program	Name of Department Head

Dr. Carol Rothstein   carothstein@hagerstowncc.edu   **240-500-2437**

Contact Name   Contact E-Mail Address   Contact Phone Number

June 23, 2018 President/Chief Executive Approval

Signature and Date

June 23, 2018

Date

Date Endorsed/Approved by Governing Board

<h1 align="center">Substantial Modification for <u>Management: Marketing, L.D.C</u></h1>

<h2 align="center">Hagerstown Community College</h2>

A.   Centrality to institutional mission statement and planning priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

This proposal is for a substantial modification to Hagerstown Community College's (HCC) existing Management Marketing Certificate. The changes to the certificate program will better align it with the existing Management: Marking Concentration, A.A.S. degree program which will enable students to obtain their credentials and continue their education more resourcefully and efficiently. The essential purpose of the Management Marketing Certificate is to prepare students with a strong foundation in marketing skills so that when they have competed the certificate program, their courses will apply to the associate's degree program where they are prepared for marketing management careers. Marketing Managers fill a central role in planning, directing, or coordinating marketing policies and strategies within an organization. Marketing managers typically work behind the scenes of successful companies and are ultimately responsible for the brand management and corporate identity of these successful companies. They often work closely with the marketing directors to develop and maintain long-term marketing strategies that will identify potential customers to their products or services. Other duties required of a marketing manager include providing input into product development and/or monitoring trends to determine the need for new products or services, working closely with design agencies, and assisting with new product launches, analyzing potential strategic partner relationships, developing pricing strategies that will maximize profits, coordinating marketing campaigns with sales activities, and ensuring customer satisfaction and needs.

HCC is a state and county supported comprehensive community college. Its central purpose is to offer a diverse array of courses and programs designed to address the curricular functions of university transfer, career entry or advancement, adult basic skills enhancement, general and continuing education, as well as student and community service. It is part of the College's mission to promote and deliver educational excellence within a learning community environment and to foster regional economic and cultural development through community service and collaboration. The College is charged to provide high quality education at a reasonable cost to meet the post-secondary educational needs of the citizens of Washington County and the surrounding region. The College believes in and teaches the ideals and values of cultural diversity and a democratic way of life and also seeks to cultivate in its students critical and independent thought, openness to new ideas, a sense of self-direction, moral sensitivity, and the value of continuing education.

The HCC mission focuses on the outcomes of students enrolled in programs. Two of the central purposes of HCC identified in the mission statement are 1) to offer programs designed for "career entry or advancement" and 2) to "foster regional economic development."[1] HCC's certificate program covers essential topics in marketing and management to support the development of expertise by the student, and includes some overlapping course

requirements thereby allowing him or her to advance to an associate degree. HCC advisers also work with students to identify and fulfill requirements for transfer to a four-year program. Marketing is an essential part of business growth and development. HCC's business entrepreneurship emphasis is complemented by certificate and associate programs in Management Marketing.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

The HCC mission focuses on the outcomes of students enrolled in programs. Once of the main goals for strategic planning at the College includes the following goal: "Expand Community and Business Services and Strategic Partnerships and Alliances." The Business discipline is central to achieving these plans. As part of the goal of expanding community and business services, programs are determined in consultation with community leaders in order to "shape the College's future educations and business development services targeted to meet the needs to local employers."[2] One of the ways that this is accomplished is through regular meeting of the Business faculty with the Advisory Council for the Business program. Members of the Advisory Council provide feedback to the existing curriculum and future plans. President Guy Altieri has determined that the Business faculty can help advance economic development in the Hagerstown area by offering a certificate in entrepreneurship and by working with the community and staff colleagues to "further develop the Technical Innovation Center (TIC) to advance community economic development, and increase entrepreneurial success and individual opportunity."[3] Curricula in management and marketing support the efforts of HCC to support local entrepreneurs and students who plan to further study of careers in business.

B.   Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

1. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

The Students in the Management Marketing certificate program will complete a total of 18 requirement credits. The proposed curriculum includes nested requirements that allow students to move easily into the associate degree in marketing management.

Program courses include:

MGT 103   Principles of Management   3 Credits
This course investigates concepts and theories of management, with a focus on the essential skills of planning, organizing, hiring and evaluating, motivating and leading, and controlling. The course considers such issues as customer service, quality, individual and group behaviors, decision making, team building, change management, delegation, discipline, conflict resolution, global issues impacting managers, and communication skills.

MGT 104   Marketing   3 Credits
This course studies market research techniques and buyer behavior, product planning and development, pricing strategies, wholesaling and retailing channels of distribution, various external forces on the consumer, and promotional programs.

BUS 101   **Introduction to Business Organization and Management**   **3 Credits**

This course gives an introductory survey of the field of business. Emphasis is placed on the structure of business organizations and the decisions facing business managers in such areas as marketing, finance, global issues, and personnel.

BUS 113   **Business Communication**   **3 Credits**

The principles of business communication relate to people in business or students planning a career in business. The course includes the study of the mechanics, form, style, and content of business letters, memos, emails, reports, proposals, and presentations.

SPD 103   **Public Speaking**   **3 Credits**

This beginning course studies the theory of public address and gives students practice in speaking to a classroom audience. Mechanics of speech preparation and organization, and the delivery of short original speeches are included. Emphasis is on informative presentations and the implementation of visual aids.

CSC 102   **Introduction to Information Technology**   **3 Credits**

This computer literacy course enables students to become successful computer users. This course offers real world computer knowledge that students must master in order to succeed in college and their careers. Students learn computer components and the roles computers play within an organization. They will explore operating systems, storage devices and learn tips for making wise computer purchases. Basic application software, file management and basic Windows principles are explored. After completing this course, students will have the foundation for the IC3 certification. The philosophy behind IC3 certification is to define the concepts all students must know in order to be considered computer literate. The Internet and Computing Core Certification (IC3) program is a global, validated, standards-based training and certification program.

ECO 201   **Macroeconomic Principles**   **3 Credits**

Macroeconomics is the study of the total economy. Emphasis is placed on fiscal and monetary policy, unemployment, inflation, economic growth and international trade.

ECO 202   **Microeconomic Principles**   **3 Credits**

Microeconomics is the study of decision units within the total economy: consumers, producers, and the government. Topics include supply and demand theory, profit and cost analysis, consumer behavior, antitrust, labor markets, income distribution, poverty, and government regulation.

MGT   **Any Management (MGT) course**   **3 Credits**

ENT   **Any Entrepreneurship (ENT) course**   **3 Credits**

The original certificate requirements includes six required courses:

       BUS 113   Business Communication (3 credits)

       ECO 201   Macroeconomic Principles (3 credits)

       ECO 202   Microeconomic Principles (3 credits)

       IST 102   Introduction to Information Technology (3 credits)

       MGT 103   Principles of Management (3 credits)

MGT 104   Marketing (3 credits)

Four courses (BUS 113, ECO 201, ECO 202 and IST 102) were shifted from program requirements to Restricted Electives. This change provides students with a bit more flexibility than the original requirements so that courses selected meet their needs.

An Entrepreneurship course was also added to the restricted elective category in order to facilitate students obtaining an Entrepreneurship Certificate along with a Management-Marketing Certificate.

The proposed certificate in Management Marketing is as follows:

Program Requirements (6 credits)

MGT 103 Principles of Management (3 credits)

MGT 104 Marketing (3 credits)

Restricted Electives (12 credits)

Select 12 credits from the following courses:

BUS 101 Introduction to Business Organization and Management (3 credits)

BUS 113 Business Communication or SPD 103 Public Speaking (3 credits)

CSC 102 Introduction to Information Technology (3 credits)

ECO 201 Macroeconomic Principles or ECO 202 Microeconomic Principles (3 credits)

Any management (MGT) course (3 credits)

Any entrepreneurship (ENT) course (3 credits)

Students who aspire to the Management-Marketing Concentration, A.A.S. will be able to use all courses taken for the certificate in the A.A.S.   Advantages of the new requirements include:

Scaffolding: Requirements of the Marketing certificate are embedded in the Management-Marketing certificate so that students who complete the certificate can easily advance to the next degree level. Both of the core program requirements and all but two of the restricted electives for the certificate are either required or included as options toward the A.A.S. concentration in Management- Marketing if the student decides to progress from the certificate to the associate degree level.

Disciplinary Expertise: Requirements of the Management-Marketing certificate include courses that provide an introduction to business, management, and cognate disciplines (economics, entrepreneurship) as well as marketing.

Creating more Flexibility and options: The current certificate includes six requirements of three credits each and no restricted electives or electives. The proposed curriculum includes two program requirements of three credits

each and four additional courses of three credits each but with six choices (two providing an option between two courses).

Other changes/benefits: Changes also included inactivation of a course in Global Marketing, which had not been able to attract sufficient enrollment.

2. Describe the educational objectives and intended student learning outcomes.

Upon successful completion of the Management Marketing certificate, students will be able to:

A. Develop an understanding the terminology and concepts of management
B. Develop a broad understanding of the role of various components of business
C. Develop critical thinking skills for various management situations experienced as a manager
D. Understand how current issues have the potential for impacting current management policies
E. Develop an understanding of the various processes and responsibilities of management and their application in today's business environment
F. Describe the importance and need for ethical behavior across various areas of business
G. Develop an understanding of the importance of personal interaction skills to the management process
H. Understanding how marketing and management need to interact to be successful
I. Provide an understanding of current social issues, diversity, and globalization on the process of management

3. Discuss how general education requirements will be met, if applicable.

Not applicable.

4. Identify any specialized accreditation or graduate certification requirements for this program and its students.

No special accreditation or graduate certification requirements are required for this lower division certificate.

5. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

Not applicable.

C.   Critical and compelling regional or Statewide need as identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

According to the Bureau of Labor Statistics (BLS), "employment of marketing managers is projected to grow 9% from 2014 to 2024, faster than the average for all occupations. National labor and wages estimates for 2016 in this

occupation were 205,000 jobs with a mean hourly wage of $69.30 (median $63.07) and an annual mean wage of $144,140 (median $131,180).[4]

Bureau of Labor Statistics – Occupational Employment and Wages, May 2016 (National)

Occupation	Employment	Employment per 1,000 jobs	Median Hourly Wage	Mean Hourly Wage	Annual Mean Wage
Marketing Manager	205,900	1.467	63.07	69.30	144,140

https://www.bls.gov/oes/current/oes112021.htm

Areas closes to Hagerstown, MD that have industries requiring marketing employees include Baltimore/Towson with an average salary of $159,550, Silver Spring/Frederick/Rockville with an average salary of $151,150, and Hagerstown/Martinsburg with a mean of $125,070.[5] Additional information is provided in the table below.

Bureau of Labor Statistics – May 2016 Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates; Hagerstown-Martinsburg, MD-WV

Occupation	Employment	Employment RSE	Employment per 1,000 jobs	Location quotient	Median Hourly Wage	Mean Hourly Wage	Annual Mean Wage	Mean Wage RSE
Marketing Manager	60	28.9%	.592	.40	54.32	60.13	125,070	7.3

https://www.bls.gov/oes/current/oes_25180.htm#11-0000

These statistics, from the Bureau of Labor Statistics for the metropolitan and non-metropolitan area encompassing Hagerstown, MD and Martinsburg, WV, indicate that the concentration of Management-Marketing jobs in this area is not high, the hourly and annual wages are lower than in larger metropolitan areas in the state, although very good in this market. These jobs in the field are likely to be held by individuals with job experience and at least a bachelor's degree. Students who seek such positions would be best off transferring to a four-year program.   In addition, it may be wise for students to consider relocation, if necessary to areas with higher concentrations of Marketing Management positions.

Maryland is among the top five states expected to experience an increase in marketing management jobs in the years 2014-24, according to projections from the U.S. Department of Labor, Bureau of Labor Statistics, Occupational Employment Statistics, and Employment Projections.[6]   Utah, Washington, and Tennessee are ranked first through third. Maryland is fourth with a projected 28% increase in jobs in this occupation. With a significant increase in employment in Maryland, students who go on for the bachelor's degree and gain experience in the field have a good probability of doing well. Students who attain the associate degree only may operate as support workers.

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education (pdf).

The Maryland Ready: 2013-2017: Maryland State Plan for Postsecondary Education states that institutions have a responsibility to facilitate lifelong learning and prepare students to enter the workforce and advance in their careers.[7] The Management Marketing certificate will prepare students to enter the workforce and/or advance in their career.

Goal 5 of the state plan addresses economic growth, innovation, and vitality. Two of the recommendations that are part of this Goal include: "Many Maryland postsecondary institutions have standing advisory boards to ensure that input and feedback from business and industry are incorporated into programs and curricula. Academic programs with active advisory boards are recognized by business and industry as more responsive to workforce needs and as producing more employable graduates."[8]

The HCC Business program has an advisory board that meets with the business faculty, division director, and others to discuss curriculum, including such issues as mentorship of students, internships, and extracurricular programs. Some changes in the advisory board membership are anticipated in order to provide guidance to new curricula, such as an entrepreneurship certificate.

"Most levels are identified through the attainment of industry-recognized credentials that are stackable, allowing students to earn credentials as they progress through educational and training programs for particular occupational fields."[9]

The plan also discussed stackable credentials. This has been anticipated in the revisions to the Management: Marketing certificate in that the program includes options in entrepreneurship classes that facilitate students adding the entrepreneurship certificate. It is also readily stackable with the associate in Management: Marketing.

D.   Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

1. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

The Western Maryland Consortium's Workforce Innovation and Opportunity Act (WIAO) Integrated Plan, 2016-2020 Draft Plan, provides an integrated plan to address both workforce development and economic development in the Western Maryland Region. Specifically, the "strategic plan requires community leaders, State and Local government agencies, non-profits, business entities, educators and other stakeholders to build a talent pipeline locally."[10] The Management Marketing program prepares individuals to fulfill the marketing workforce demands as outlined in the WIAO Strategic Plan.

According to the Maryland Department of Labor, Licensing, and Regulation, employment growth for Marketing Managers is projected at 5.5% through 2024, and total job openings are projected to be 505.[11]

As mentioned above, Maryland is among the top five states expected to experience an increase in marketing management jobs in the years 2014-24, according to projections from the U.S. Department of Labor, Bureau of Labor Statistics, Occupational Employment Statistics, and Employment Projections. With an increase in employment in Maryland, students who go on for the bachelor's degree and gain experience in the field have a good probability of doing well. Students who attain the associate degree only may operate as support workers.

Bureau of Labor Statistics – 2016 Occupational Wage Estimates

Marketing Managers (11-2021)

Determine the demand for products and services offered by a firm and its competitors and identify potential customers. Develop pricing strategies with the goal of maximizing the firm's profits or share of the market while ensuring the firm's customers are satisfied. Oversee product development or monitor trends that indicate the need for new products and services.

Advertising, Promotions, and Marketing Managers

Percent change in employment, projected 2014-24

Marketing Managers	9%
Advertising, promotions, and marketing managers	9%
Advertising, marketing, promotions, public relations, and sales managers	7%
Total, all occupations	7%
Advertising and promotions managers	5%

Note: All Occupations includes all occupations in the U.S. Economy.

Source: U.S. Bureau of Labor Statistics, Employment Projections program

2. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

Sections C and D above provide data on vacancies.

A search for Marketing Manager positions in Western Maryland on Indeed.com, a job search engine, resulted in 367 job advertisements on September 9, 2017 near the town of Hagerstown, MD. 13 An attempt was made to exclude advertisements for managers, but not marketing managers.

Most of the ads requested Bachelor's degrees in marketing or related fields. Some also required experience in the field in which the position was available, for example, five years' experience in health care settings.

3. Data showing the current and projected supply of prospective graduates.

There are currently five students current in the Management Marketing program. There were seven in academic year 14-15, five in academic year 15-16, and five in the 16-17 academic year. Over the past three years an average of three students per years graduated with the certificate.

Enrollment is projected to increase to 10 FT students in 2021-22. Projected growth in jobs in this field may offer hope of enrollment increases. In addition, the growth of the Management Marketing associate degree also suggests that there is interest in the field and that the certificate program may grow. Last year, as many as 26 students were active in the program. In the 15-16 year, 21 students were active, and in the 14-15 year, 22 students were active.

E.   Reasonableness of program duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

Six of the sixteen community colleges in Maryland offer a credit certificate in marketing or similar content.[13]

Institution	Program Name	Degree
Allegany College of Maryland	Business Marketing and Sales	L D Certificate
Anne Arundel Community College	Business Management-Advertising and Marketing	L D Certificate
Cecil Community College	Marketing	LD Certificate
College of Southern Maryland	Business Management: Marketing	LD Certificate
Harford Community College	Business Management with focus in Marketing	LD Certificate
Prince George's Community College	Marketing Management	LD Certificate

2. Provide justification for the proposed program.

The nearest program is at Allegany College of Maryland, which is approximately 70 miles from HCC's campus. Therefore, HCC's program would not compete with any other existing programs due to the distance between campuses.

Community Colleges closest to Hagerstown Community College do not offer much competition. The program at Allegany College of Maryland is larger (30 credits as opposed to 18 at HCC) and it is not intended for students who intend to transfer. Frederick Community College, perhaps HCC's closest rival, does not offer a program.

Four-year colleges in the area that are popular with HCC graduates offer either four-year programs or minors in Marketing. Towson University and Shippensburg University of Pennsylvania offer majors in Business Administration-Marketing. The University of Maryland at College Park also offers a Marketing program. Shepherd University in West Virginia offers a Minor in Marketing. Marketing is the most popular business major among undergraduates at these local colleges.

F.   Relevance to Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

Not applicable.

2. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

There is no foreseeable impact on the uniqueness and institutional identities of Maryland's Historically Black Institutions.

G.   If proposing a distance education program, please provide evidence of the Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).

In order to reach students with different needs and availability, courses in this program will generally be offered both face-to-face and online. Faculty who teach online courses complete training through Quality Matters or the internal training called COAT (Certificate for Online Adjunct Teaching).   Several members of the business program have completed advanced training offered by Quality Matters. Instructional Technology assistance is provided by a trainer and through the Fletcher Center for faculty teaching and learning. The Fletcher Center also arranges professional development workshops and idea exchanges relating to instructional design and improvement of online instruction.

HCC courses are offered with the same outcomes regardless of instructional modality. Learning outcomes are established for all courses and apply to online and face-to-face formats. Measurement of student achievement of outcomes and assessment are documented in syllabi. Course Outcome Guides are produced by faculty at the conclusion of the semester in order to report on the extent to which students have achieved the outcomes for the course. Some of these results have compared student achievement between online and face-to-face formats in order to provide recommendations for improvement in the respective designs in each format.

Courses in the Management: Marketing certificate are offered through the Moodle platform. Delayed interactive communication occurs through Discussion Boards. A variety of methods of instruction are used in delivering courses, including videos, lectures and presentations, and electronic articles and databases.

The Quality Matters rubric has been provided to faculty as a means of improving online instruction. A faculty committee recently revised the form for evaluation of instruction to include language and items that are particularly appropriate for online education. New faculty are evaluated in the classroom or online each semester by the Division Director or a peer with seniority. More experienced faculty are also periodically evaluated.

Students taking online courses have access to the same student services as students who take on campus classes. Syllabi and orientations provide information on expectations for students enrolled in online programs, such as

technology competence and equipment requirements. Students who enroll in online courses must take at least one exam in the testing center or an acceptable alternative center and provide evidence of their identity. The registration site provides initial information about when and how to access Moodle. Information on financial aid and costs and payment is available online at the College website for all students.

H.   Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11). Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faulty member will teach.

Faculty Member Name & Academic Title	Terminal Degree and Discipline/Field	Significant Business Experience	Course(s) Taught
Stacey McGee, Assistant Professor	MBA Marketing and Economics	Senior Credit Officer, Portfolio Analyst Chevy Chase	MGT 104 Marketing ECO 201 Macroeconomics ECO 202 Microeconomics Any MGT Management course Any ENT Entrepreneurship course
James Pierne, Assistant Professor	MBA Finance	President, CEO Susquehanna Bank	MGT 103 Principles of Management BUS 101 Intro to Business Organization and Management Any MGT Management course Any ENT Entrepreneurship course
Lori Spessard, Assistant Professor	MBA Finance	Financial Analyst Citicorp	ECO 201 Macroeconomics ECO 202 Microeconomics Any MGT Management course Any ENT Entrepreneurship course
Aaron Mitchell, Instructor	MBA Accounting	Business owner	MGT 103 Principles of Management Any MGT Management course Any ENT Entrepreneurship course

Several adjuncts are also employed on an as needed basis. Adjuncts with expertise in management, business communications, and human relations are currently employed.

I.   Adequacy of library resources (as outlined in COMAR 13B.02.03.12). Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.

The HCC William Brish Library offers access to full-text articles from a variety of journals available via several online subscription article databases and the Directory of Open Access Journals. The library also subscribes to Films On Demand, a streaming video collection which contains more than 300 films related to building and technical trades or engineering technology.

The library provides access to journals in print and electronic formats that can be located by searching the online library catalog. Altogether, the library's paper and e-book collections contain several thousand items. As well as the books, films, and online databases mentioned above, all students and faculty have access to the library's interlibrary loan services through which they can request copies of articles and temporary loans of books from other libraries.

Students may log in to use any of the library's electronic resources (databases, e-books, and Films On Demand) from anywhere at any time.

J. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.

The Management: Marketing is a program with a revised curriculum rather than being a completely new program. The program has been initiated so the physical facilities, infrastructure and instruction equipment that are necessary are already in place. All full-time business faculty have a personal office that is located within a suite that allows faculty to converse with one another regularly. Classrooms for classes in the program are primarily located in the Learning Resource Center and the Behavioral Sciences and Humanities building. The BSH building, which contains 23,396 GSF, was renovated in FY13 and contains classrooms with technology for teaching, such as Power Point projection, a document camera, equipment to display Internet content and films. Tables and chairs are relatively new and are of various sizes and are generally on wheels to allow flexibility of use.   A renovation and the addition of some new classrooms occurred last year in the LRC building.   Classrooms include IT equipment for teaching. The Capital Improvement Plan proposes renovation of the Technology Incubation Center (TIC) to include the business faculty and classrooms so that a synergy of the incubator and full-time faculty can be harnessed to establish a student-run business and an increased role in community development through new business starts. A proposal for state and county funding is being pursued. If this proposal comes to fruition the business program will have a dedicated building and renovated classrooms and offices.

K. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

1. Complete Table 1: Resources (pdf) and Table 2: Expenditure (pdf). Finance data (pdf) for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.

TABLE 1: RESOURCES

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)					
a. Number of F/T students	3	4	6	8	10
b. Annual Tuition/Fee Rate	4060	4263	4263	4476	4476
c. Total F/T Revenue (a x b)	12180	17052	25578	35808	44760
d. Number of P/T Students	2	5	7	8	11
e. Credit Hour Rate (# of credits earned)	119	125	125	131	131
f. Annual Credit Hour Rate	12	12	12	1572	1572
g. Total P/T Revenue (d x e x f)	2856	6000	10500	12576	15720
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1-4)	15,036	23052	36078	48384	60480
TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	25872	27833	28329	28809	29324
a. # FTE	.5	.5	.5	.5	.5
b. Total Salary	21572	23533	24004	24484	24974
c. Total Benefits	4300	4300	4325	4325	4350
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1-7)	25872	27833	28329	28809	29324

2. Provide a narrative rational for each of the resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

Enrollment figures suggest a modest increase in students who wish to pursue a certificate in Marketing: Management. The potential for jobs in the field is higher than average and the major in Marketing at the four-year level is very popular.

Tuition rates are estimate to be increase 5% certain years. Community Colleges are very hesitant to raise tuition and fees because their constituencies struggle to pay for college and the mission of the college is to serve the community.

Faculty salaries are difficult to calculate because the courses required for the certificate are the same ones that are part of the associate degree in Management: Marketing. In addition, there is significant overlap with courses required for other programs, including an associate degree in Management and a certificate in Management. Therefore, the costs of the courses that are offered cannot be attributed to any one of these programs. One

potential way to calculate costs would be to take the proportion of the students who are pursuing a Management-Marketing certificate and determine the percentage of faculty resources for the certificate program. A rough estimate could be provided. The main observation to be taken from this discussion is that the budget vastly overestimates program cost.

L. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

Discuss procedures for evaluating courses, faculty and student learning outcomes.

HCC assesses programs using several methodologies including Student Learning Outcomes Assessment, faculty evaluation, and through an annual unit planning process.

Student Learning Outcomes Assessment
Student Learning Outcomes Assessment (SLOA) is a deliberate, systematic, and collaborative process driven by the College's commitment to improve student learning. It is a purposeful course of action that defines student accomplishments in terms of expected learning outcomes and core competencies. Actual student achievement is measured using established internal standards and external benchmarks. The outcomes assessment process is learning-centered and accumulates data from numerous sources to determine what students know, what skills they possess, how they conceptualize, and how they will continue to learn. The overall goal of assessment is to create a quality learning environment under ideal conditions through the use of best practices that inspire creativity, innovation, and critical thinking.

Student Learning Outcomes Assessment is an ongoing component of the instructional process. All members of the institution share responsibility for student learning. Continuous improvement of learning is a collaborative enterprise upon which the success of instruction depends. The results of SLOA are never used in a punitive manner toward students, faculty, or staff. The data collected during the assessment process is used to provide feedback to students and faculty, reinforcing and improving educational practices that facilitate learning. The Certified Pharmacy Technician program will be evaluated at the course and program level on an annual basis. Resource allocation (including equipment, staff, and faculty) is driven by needs addressed in the SLOA process.

Faculty Evaluation
Faculty are evaluated annually by the Division Director responsible for their supervision. The purpose of this evaluation is to provide the faculty member with information from a supervisory perspective, synthesize information from various components of the evaluation process, and assist in the development and implementation of the Annual Faculty Review and Professional Development Plan. This evaluation will include: a written report based on a classroom observation, annually for non-tenured faculty, and every three years for tenured faculty; a listing of the prior two semesters' of student evaluations of teaching; and the supervisor's assessment of the faculty member's performance in meeting the full range of faculty duties, including professional development, as well as an assessment of college and community service.

Faculty also undergo evaluation in every course taught via student evaluations. The recommended level of minimum acceptable performance on the evaluation instrument is 75%. Faculty members receiving less than acceptable student evaluations will be counseled and given advice by his/her Division Director to improve his/her evaluation scores.

Unit Planning

Each year the College engages in an integrated process of planning, evaluation, and budgeting for the following fiscal year. Every unit of the college prepares a plan that reflects its accomplishments (Annual Productivity Report), and, building on the College's mission, vision, institutional priorities, and strategic plan, submits its projected needs (Unit Plan). This planning process identifies challenges and opportunities for each program in the areas of curriculum, recruiting, staffing, and budget. The plan for each unit includes:

- The unit's goals to maintain and improve productivity (e.g. new personnel, supplies, equipment, or facilities);
- Timelines;
- Persons responsible; and
- Assistance that may be required outside the department.

M. Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education). Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

In 2009, HCC created and implemented the Cultural Diversity Plan, which guides changes in campus policies and procedures with the values of equal access and equal treatment for all as the foundation. This Plan represents HCC's commitment to provide an atmosphere of cultural diversity, equal opportunities for employment and access to education and training. Progress toward achieving the goals herein will strengthen the college as a whole. In addition, HCC's 2016 Strategic Plan (and previous Plans) outlines goals and action plans for a diverse student body and workforce. 2016 addresses the importance of diversity by establishing specific goals, sub-goals and action plans, which the College adopted as relevant goals for its Cultural Diversity Plan. HCC annually updates its strategic plan, revising and adding sub-goals and action plans as institutional priorities change or are added.

Between 2006 and 2013, the percentage of minority students on campus increased from 12% to 24%. The population of Black students grew by 103% during that period, while the Hispanic student population grew by 187%. Gains in diversity will be made as College recruiters target regional areas with significant minority populations, along with emphasizing that the cost of an HCC education for out-of-state students is lower than the cost of their state universities.

N. Relationship to low productivity programs identified by the Commission:

If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

No low-productivity programs are related to this program modification.

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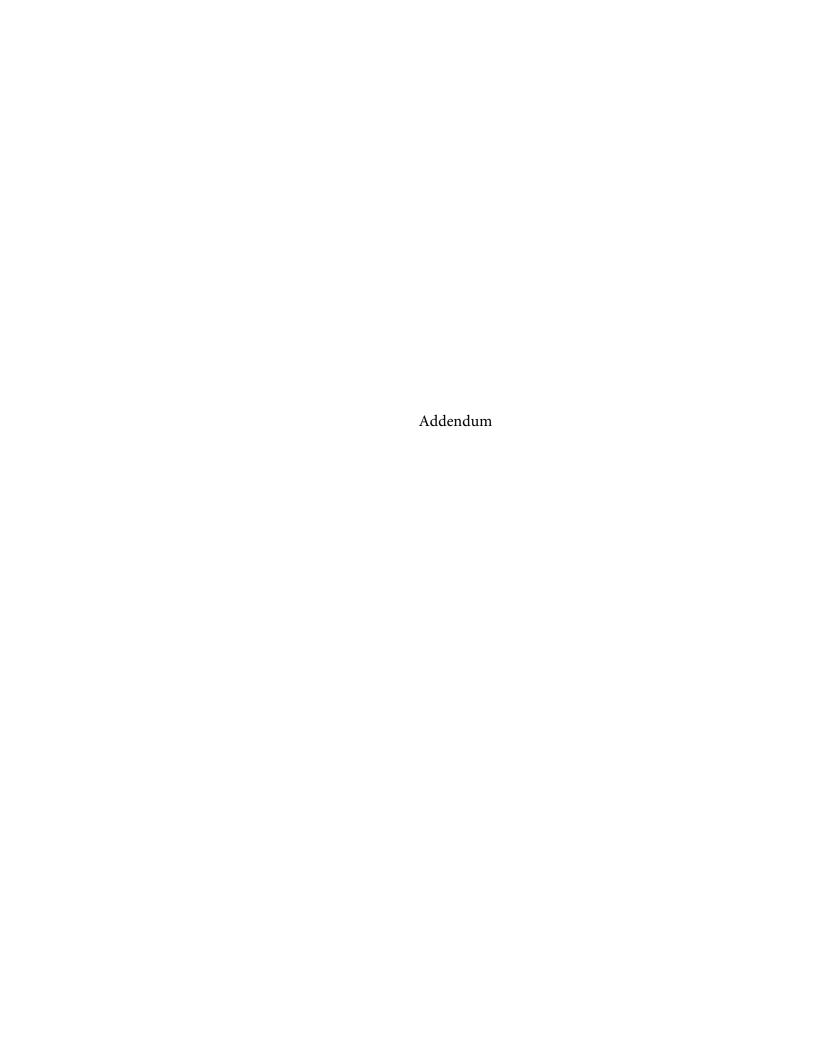   Retrieved from https://www.indeed.com/l-Hagerstown,-MD-jobs.html.

Addendum

TABLE 1: RESOURCES					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	15036	23052	36078	48384	60480
a. Number of F/T students	3	4	6	8	10
b. Annual Tuition/Fee Rate	4060	4263	4263	4476	4476
c. Total F/T Revenue (a x b)	12180	17052	25578	35808	44760
d. Number of P/T Students	2	5	7	8	11
e. Credit Hour Rate (# of credits earned)	119	125	125	131	131
f. Annual Credit Hour Rate	12	12	12	1572	1572
g. Total P/T Revenue (d x e x f)	2856	6000	10500	12576	15720
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1-4)	15,036	23052	36078	48384	60480